

# Texas Education Agency Standard Application System (SAS)

<b>2018–2019 Transformation Zone Planning Grant</b>		
<b>Program authority:</b>	P.L. 114-95; ESEA of 1965, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here.</small>
<b>Grant Period:</b>	January 15, 2018, to July 13, 2018	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small;">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small;">GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small;">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small;">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small;">2017 NOV 29 PM 3:10</div> </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, November 30, 2017	
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement. Applications must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Division of System Support and Innovation: <a href="mailto:DSSI@tea.texas.gov">DSSI@tea.texas.gov</a> ; (512) 463-7582	

## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Midland ISD	165901		
Vendor ID #	ESC Region #	DUNS #	
1756002064	18	081085391	
Mailing address	City	State	ZIP Code
615 W. Missouri Ave.	Midland	TX	79705-5017
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Elise	W	Kail	Exec Dir of Accountability
Telephone #	Email address		FAX #
(432) 638-5322	<a href="mailto:Elise.kail@midlandisd.net">Elise.kail@midlandisd.net</a>		(432) 240-1586
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Patrick		Jones	Chief Academic Officer
Telephone #	Email address		FAX #
(432) 556-1629	<a href="mailto:Patrick.jones@midlandisd.net">Patrick.jones@midlandisd.net</a>		(432) 240-1976
<b>Part 2: Certification and Incorporation</b>			

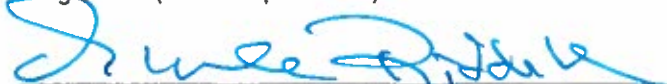
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name	M.I.	Last name	Title
Orlando		Riddick	Superintendent
Telephone #	Email address		FAX #
(432) 240-1002	<a href="mailto:Orlando.riddick@midlandisd.net">Orlando.riddick@midlandisd.net</a>		(432) 240-1976

Signature (blue ink preferred)

Date signed



11/27/2017

Only the legally responsible party may sign this application.

701-17-106-003

**Schedule #1—General Information**

County-district number or vendor ID: 165901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 165901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letters of support from community stakeholders	Include letters of support from the superintendent, board chair, and at least one community organization or local funder in support of the LEA applying for the Transformation Zone Planning Grant. The letters must include the specific and measurable commitments that stakeholders will make to support the planning and implementation process. Do not include more than three letters.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 165901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that it will work, in good faith, with the Zone Design Partner that TEA identifies for the LEA.
4.	The applicant provides assurance that the superintendent will participate in at least four planning or design sessions with the Zone Design Partner.
5.	The applicant provides assurance that it will identify a full-time project manager to lead the Transformation Zone planning process. The project manager could be an existing employee, such as a Chief Innovation or Transformation Officer or related role.
6.	If one does not already exist, then the applicant provides assurance that it will commit to an aggressive timeline to recruit, select, and hire a dedicated innovation or transformation or similarly titled officer for the LEA and that this officer will be hired by the end of the planning grant period.
7.	The applicant provides assurance that the dedicated innovation or transformation officer or similarly titled person responsible for the Zone effort, will report directly to the superintendent.
8.	The applicant provides assurance that it will submit a Transformation Zone Plan to TEA, in a TEA approved format, for review by May 18, 2018.
9.	The applicant provides assurance that it will submit a final Transformation Zone Plan to TEA, in a TEA approved format, by June 22, 2018. This plan will be the basis for awarding implementation grants.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 165901

Amendment # (for amendments only):

Provide a brief overview of how the TZ will apply promising practices related to governance, autonomy, partnerships, school redesign, talent, academic supports, or related activities to all LEA campuses. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Midland ISD will expand and create new high quality seats across the district by creating a Transformation Zone (TZ) focused on innovative educational models, specifically for our highest need campuses. The TZ will serve as a proof point for what is possible when a coherent focus on partnerships, targeted autonomy with accountability, and a broad emphasis on talent drives transformation efforts. MISD has already started created the conditions for overall transformation efforts through its **Midland on the Move** efforts including a Call for Quality Schools, a national and local call for high quality partners, and through the initial design of proposed West Texas talent hub to ensure we have a pipeline of the highest caliber educators and school leaders to lead, design, and sustain our efforts. Through a partnership between the board and district leadership broadened through Lone Star Governance Training in November 2016 enhanced by involvement in the System of Great Schools (SGS) Network and the hiring of a new superintendent, MISD has a directed path toward meeting the student interest needs across our community while continuing to improve student outcomes.

**Budget Development:** The budget was developed to meet the TEA requirements for the grant and identified district needs toward the development of the Office of Transformation, required services of a Zone Design Partner and potential site visits to districts already involved in innovative school practices across the state and nation, including charters.

**District/Campus Demographics Related to Grant Goals:** Campuses (Houston, Lamar, South and Travis Elementaries and San Jacinto Junior High) initially selected to be a part of the TZ serve 18% of our district's EcoDis population and 12% of our district enrollment. 70% of our district enrollment is underrepresented in higher education and the TZ campuses serve 15% of this enrollment. The MISD School Board has established 3 goals to improve district performance which are: PK-2nd literacy, 3 – 8 STAAR Reading & Math combined performance and graduation rate. The TZ identified campuses are below the district average for performance on these goals; therefore, a concentrated focus on improving student outcomes through innovative models at these campuses will increase overall district results.

**Needs Assessment Process:** The needs assessment process is driven by the Teaching & Learning team with support and input from other departments contributing to the process, discussions and strategy development. "Multiple Measures of Data" (V. Bernhardt) were utilized as the focus this year around demographics, perception, student achievement, and processes and programs. All needs were assessed in relation to the board goals and the MISD T&L Instructional Expectations. The plan was then distributed to the DEIC and principals for input and adjustments were made accordingly to finalize the District Improvement Plan (DIP) which is intended to be a "live" document for quarterly reviews and updates. The TZ campuses followed the Texas Accountability Intervention System for their needs assessments.

**Management Plan:** The planning grant will be created in conjunction with the Zone Design Partner and the Office of Transformation. There are multiple phases incorporated in the TZ strategy plan development and each phase will require intense collaboration and communication. All phases will be incorporated into the **Midland on the Move** process and the superintendent will be leading and supporting many of the campus and community conversations around the plan. Stakeholder voice will be a critical component in gaining support for the major transformations to be undertaken.

**Program Evaluation:** The TZ planning grant will be measured through the effectiveness of the TZ strategy plan development and community buy-in. In order to exact change, major concerns will be brought forth through stakeholder feedback, TZ subcommittee plan development and conversations throughout the TZ plan development phase.

**Statutory and TEA Requirements:** All TEA and statutory requirements have been met for this grant submission. If a partnership with a high quality charter organization is created, it will be controlled by Subchapter C.

In conclusion, an ongoing commitment toward the TZ strategy will be supported through the MISD board's Theory of Action toward a SGS as well as all supporting actions around **Midland on the Move**. Four specific strategies are currently in action and will only accelerate through a TZ strategy: (1) *Listen & Learn from the community*, (2) *continued focus on improving MISD Instructional Process*, (3) *Know our Schools through School Performance Framework development* and (4) *Central Office Redesign*. The vision of the board for all students to be prepared and ready for college and career can only be realized through bold strategic planning and calculated actions. By creating a Transformation Zone of opportunities for teachers and administrators to support flexibilities toward time, people, money and academic programs, MISD is supporting creative methods toward improving and accelerating student outcomes.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 165901	Amendment # (for amendments only):
Program authority: P.L. 114-95; ESEA of 1965, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	
Grant period: January 15, 2018, to July 13, 2018	Fund code: 211

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$220,000	\$	\$220,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$205,000	\$	\$205,000
Schedule #10	Other Operating Costs (6400)	6400	\$25,000	\$	\$25,000
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$0	\$	\$450,000
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$450,000</b>	<b>\$</b>	<b>\$450,000</b>

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<u>Schedule #7—Payroll Costs (6100)</u>			
County-district number or vendor ID: 165901		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1			
2			
3			
<b>Program Management and Administration</b>			
4	Chief Transformation Officer	1	\$50,000
5	Transformation Zone Project Manager	1	\$82,709
6	Data Analyst	1	\$69,443
7			\$
8			\$
9			\$
10			\$
11			\$
<b>Auxiliary</b>			
12			
13			
14			
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
15			
16			
17			
18			
19			
20			
<b>Other Employee Positions</b>			
21	Title		\$
22	Title		\$
23	Title		\$
24	Subtotal employee costs:		\$202,152
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
25			
26			
27			
28	6140 Employee benefits		\$17,848
29			
30	Subtotal substitute, extra-duty, benefits costs		\$17,848
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$220,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 165901		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1	Qualified Zone Design Partner, matched with LEA by TEA	\$205,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$205,000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$205,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 165901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$12,000
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$8,000
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$20,000
Remaining 6400—Other operating costs that do not require specific approval:		\$5,000
<b>Grand total:</b>		<b>\$25,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 165901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) you intend to serve and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs assessment in MISD is an ongoing evaluation through the school year based on district checkpoints and qualitative data. Initial needs assessments begin with evaluation of standardized assessment results and other critical factors. In evaluating overall district performance, a Needs Assessment utilizing a focus on "Multiple Measures of Data" was conducted by a cross-departmental team for the development of the District Improvement Plan to analyze demographics, student academic achievement, district process and procedures as well as perceptions. From this analysis, problem statements were identified and then a root cause analysis was conducted for each of these areas. Specific targeted strategies were then delineated to impact the root cause. The plan development also gathered input from the superintendent's leadership team and DEIC representatives.

MISD is currently developing and implementing a comprehensive "know our schools" needs assessment process which consists of the following: A) School Performance Framework to define and measure great schools in Midland, B) a robust design process to evaluate school performance via a quality review combined with yearly assessment data and determine appropriate interventions, and C) an ongoing portfolio review process to prioritize school actions for highest need campuses on an ongoing basis.

Given Midland's School Performance Framework is expected to be rolled out by June 2018, the district has been aggressively focused on developing a comprehensive view of schools in the interim by using existing state and federal accountability data as an indicator of school quality coupled with other data such as enrollment, facility quality, and percent quality seats to determine the highest need campuses currently in Midland and potential school actions. From our analysis, it is clear we must focus on our four IR campuses, followed by other campuses deemed Focus and Priority schools in our first year of school actions. We have 1 school in year 5 (South Elem), 2 in year 3 (Travis and Lamar Elem) and 1 in Year 2 of school improvement (Houston Elem). Additionally we have 7 schools identified as Priority and 1 identified as a Focus campus. 25% of our student population attends these Focus and Priority campuses. With the district and the community experiencing an elementary closing this past year due to multiple years of low performance, it is critical that we take bold measures to prevent this from reoccurring.

When looking only at elementary campuses, 27.5% of our students attend Priority campuses and 16% are enrolled in Improvement Required campuses. 19% of our junior high students are enrolled in a Focus campus. To drastically reduce the number of our students in Priority and Improvement Required campuses, we have prioritized the following as our initial TZ campuses: Houston, South, Travis, Lamar Elementaries along with San Jacinto Junior High. Analyses of system safeguards and EcoDis performance combined with leadership and ongoing review of local assessments provide ongoing evaluative methods through the school year to target continuous improvement actions and validate our inclusion of the above campuses as part of our initial TZ. The district enrollment for EcoDis is 47.1% and all TZ campuses exceed that percent ranging from 51% to 85%. When defining underrepresented population as Hispanic and African American, the district enrollment is 70% and TZ campuses are all near or above that percent with the highest at 95%.

Upon review of 2017 STAAR results, the state reading percent is 72% and math is at 79%. None of these campuses have met this goal with reading averaging at 55% and math at 61%. Upon review of students meeting progress measures, only 1 campus exceeds the state average in reading. In math 2 meet or are above the state average for progress measure. As a board goal the district also measures the percent of students achieving standard on reading and math STAAR combined in grades 3-8. Of the campuses selected, all are below the district average of 55%. Another board goal is an indicator of foundation literacy through an analysis of PK-2 students meeting on grade level standards on multiple measures. 3 of the 4 elementary campuses in the TZ were 10 or more points below the district average of 57%.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 165901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address																																																
1.	<p>Improve academic performance at our highest need campuses, including, at a minimum, all 4 IR schools along with select Priority and Focus schools.</p> <p><b>Semi-Mockup of Domain I 2017 TAPR Achievement Results for All Subjects Students with 2 or More tests</b></p> <table border="1"> <thead> <tr> <th></th> <th>Approach</th> <th>Meets</th> <th>Masters</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>State</td> <td>75</td> <td>48</td> <td>20</td> <td>47.7</td> </tr> <tr> <td>District</td> <td>67</td> <td>38</td> <td>14</td> <td>39.7</td> </tr> <tr> <td>SJ JH</td> <td>63</td> <td>29</td> <td>10</td> <td>34.0</td> </tr> <tr> <td>Houston</td> <td>57</td> <td>22</td> <td>10</td> <td>29.7</td> </tr> <tr> <td>Lamar</td> <td>56</td> <td>19</td> <td>8</td> <td>27.7</td> </tr> <tr> <td>South</td> <td>49</td> <td>15</td> <td>8</td> <td>24.0</td> </tr> <tr> <td>Travis</td> <td>47</td> <td>13</td> <td>5</td> <td>21.7</td> </tr> </tbody> </table>		Approach	Meets	Masters	Average	State	75	48	20	47.7	District	67	38	14	39.7	SJ JH	63	29	10	34.0	Houston	57	22	10	29.7	Lamar	56	19	8	27.7	South	49	15	8	24.0	Travis	47	13	5	21.7	Targeted strategies creating flexibility toward people, time, budget and academic programs based on identified campus needs would provide the campuses in the TZ systemic methodologies toward improving academic performance.								
	Approach	Meets	Masters	Average																																														
State	75	48	20	47.7																																														
District	67	38	14	39.7																																														
SJ JH	63	29	10	34.0																																														
Houston	57	22	10	29.7																																														
Lamar	56	19	8	27.7																																														
South	49	15	8	24.0																																														
Travis	47	13	5	21.7																																														
2.	<p>Reduce performance gaps between All Students in comparison to EcoDis, underrepresented (Hispanic, African American), and ELL.</p> <p><b>Approaches Grade Level All Subjects STAAR 2017 (TAPR Report)</b></p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>Hisp</th> <th>Af Am</th> <th>EcoDis</th> <th>ELL</th> </tr> </thead> <tbody> <tr> <td>State</td> <td>75</td> <td>71</td> <td>65</td> <td>68</td> <td>57</td> </tr> <tr> <td>District</td> <td>67</td> <td>63</td> <td>58</td> <td>57</td> <td>44</td> </tr> <tr> <td>SJ JH</td> <td>63</td> <td>58</td> <td>51</td> <td>53</td> <td>36</td> </tr> <tr> <td>Houston</td> <td>57</td> <td>55</td> <td>39</td> <td>51</td> <td>60</td> </tr> <tr> <td>Lamar</td> <td>56</td> <td>56</td> <td>40</td> <td>53</td> <td>57</td> </tr> <tr> <td>South</td> <td>49</td> <td>49</td> <td>51</td> <td>47</td> <td>45</td> </tr> <tr> <td>Travis</td> <td>47</td> <td>46</td> <td>31</td> <td>44</td> <td>48</td> </tr> </tbody> </table>		All	Hisp	Af Am	EcoDis	ELL	State	75	71	65	68	57	District	67	63	58	57	44	SJ JH	63	58	51	53	36	Houston	57	55	39	51	60	Lamar	56	56	40	53	57	South	49	49	51	47	45	Travis	47	46	31	44	48	By selecting campuses for the TZ that serve 19% of our Economically Disadvantaged population, 15% of our Hispanic and African American population and 23% of our ELL population, we will have an immediate impact toward closing the gaps between our ALL student group. Considering this data for this need reflects the Approaches Grade Level standard and the college and career readiness indicator is Meets Grade Level, we must enact strategies and bold change through the TZ to move student performance to this higher performance expectation.
	All	Hisp	Af Am	EcoDis	ELL																																													
State	75	71	65	68	57																																													
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3.	<p>Increase innovative learning opportunities through whole school models, programmatic opportunities and expanded talent supports for our most at-need students as well as provide more school choice options for our community. Additionally, initial TZ campuses also need support in developing and sustaining teacher and leadership capacity.</p>	By selecting schools for the TZ that are currently our lowest performing schools and serving our most at-need students, we will provide a catalyst for increasing high quality seats at high quality schools. By having an office that focuses solely on these campus needs and supporting their innovative and transformative ideas, more flexibilities and autonomies can be allowed as well as their effectiveness measured toward replication across the district over time. Targeted support toward increasing talent capacity in the TZ will expand building level depth for the instructional process and create systems of support within the building. Partnering with the TEA-Matched Zone Design Partner, we will build ongoing internal capacity to accelerate, sustain and continuously improve future work.																																																

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 165901

Amendment # (for amendments only):

**Part 1: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Identify campuses that will be in the zone	1. Provide data/needs assessment related to campuses selected	01/15/2018	03/30/2018
		2. Select TZ Subcommittee members	01/15/2018	01/19/2018
		3. Begin work with Zone Design Partner	01/15/2018	07/13/2018
		4. Name selected TZ Schools	02/01/2018	04/02/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Develop initial zone plan, including governance, management, and specific strategies	1. Complete potential partner interviews (CFQS)	01/15/2018	02/05/2018
		2. Select potential redesign/charter partners	01/15/2018	04/09/2018
		3. Proceed with due diligence & MOU phase w/ partners	01/15/2018	04/09/2018
		4. Define initial campus autonomies	02/01/2018	06/04/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Solicit and incorporate stakeholder feedback	1. Initial campus meetings about Transformation Zone	01/15/2018	04/02/2018
		2. Ongoing campus mtgs about TZ Plan Development	02/12/2018	04/06/2018
		3. Community meetings for input and to inform on TZ	03/19/2018	05/04/2018
		4. Activate online survey for community input on TZ	03/19/2018	06/01/2018
		5. Present prelim TZ plan to board	04/09/2018	04/09/2018
4.	Develop TZ plan	1. Conduct planning kickoff meeting	02/01/2018	02/09/2018
		2. Provide TEA with a preliminary TZ plan	05/11/2018	05/18/2018
		3. Provide TEA with a final TZ plan	06/04/2018	06/22/2018
		4. Bi-monthly TZ Committee meetings (minimum)	01/15/2018	06/14/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Research and investigation of programmatic ideas and models	1. Site visit(s) to current national portfolio districts	01/15/2018	04/09/2018
		2. Site visit(s) to current TX models of interest	01/15/2018	04/09/2018
		3. Site visit(s) to possible charter partners	01/15/2018	04/09/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

**Part 2: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Beginning with the recruitment and selection of the new superintendent, Mr. Orlando Riddick, and ongoing with the accelerated **Midland on the Move (MotM)** efforts, MISD and the Board have reaffirmed, strengthened, and have started executing in earnest against this theory of action. The TZ is a further catalyst for our ongoing **MotM** efforts. We launched a Transformation Team in August 2017 and work is already underway to develop a School Performance Framework and secure innovative partnerships to support Midland's highest need campuses via a Call for Quality Schools (CFQS) process. We expect the CFQS process will help us identify high quality partners that share and are well aligned with our vision of student success. The TZ will be led by a new Chief Transformation Officer and a supporting Office of Transformation focused on designing, building, and executing the work outlined in this proposal. The superintendent supports actions surrounding the TZ and the subsequent opportunities which could arise for our students from expanded learning opportunities. The Executive Director of Accountability has had a targeted focus on the implementation of **MotM** across multiple departments and leads our Transformation Team in driving these efforts and continuing to build capacity to execute the TZ strategy.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 165901

Amendment # (for amendments only):

**TEA Program Requirement 1:** Demonstrate how the TZ strategy aligns to and accelerates the broader strategy of the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Transformation Zone strategy, principles and approach mirror and directly align with MISD's broader theory of action and strategic efforts through **Midland on the Move (MotM)** to ensure all students will graduate prepared and ready for college or career. We envision the Transformation Zone as the initial proof point and implementation hub for all of our efforts to transform the district into a System of Great Schools.

Beginning in November 2016 following school board training on Lone Star Governance, MISD and the broader Midland community have made a strong commitment to transition from a Managed Instruction theory of action to an Earned Autonomy theory of action with the goal of achieving a SGS in Midland by 2027. **MotM** encompasses all of Midland's transformation efforts in service of this goal, including the following strategic actions for 2017-2018:

- *Listen and Learn from the Community:* engage with parents, families, community leaders, business partners, and other education stakeholders to build an education coalition around a shared vision for student success in Midland.
- *Continue to Execute at High Levels on the MISD Instructional Process:* continue executing on existing transformation efforts, including "No Excuses" and growth mindset philosophy and Professional Learning Communities, as well as delivering on student outcome goals and constraints set forth by the board.
- *Know Our Schools:* develop a shared definition of what a great school looks and feels like, develop a School Performance Framework to measure school quality, and explore and take action on innovative opportunities to provide a high-quality education for all of Midland's students. This priority encompasses the System of Great Schools work in Midland's context.
- *Re-design Central Office:* transition to a customer service organization to rebuild relationships with families and other stakeholders. Align central office functions and resources with the SGS strategic direction and ensure strong financial stewardship of all resources.

Over the past several months, the district's transformation efforts have proceeded at an accelerated pace. To sustain this momentum for our students in our highest need campuses as quickly as possible, MISD is eagerly pursuing opportunities to create the conditions for innovation by providing flexibility in terms of time, talent, resources, and program under the umbrella of our "Know Our Schools" efforts. MISD is committed to the TZ strategy and has already begun work to implement key structures of the TZ planning process, including launching a Transformation Team in August 2017 and kicking off a Call for Quality Schools process in mid-October 2017 to identify potential high quality operators and partners to support Midland's students. As described earlier in this application, MISD is also pursuing parallel efforts to develop a School Performance Framework and execute a thoughtful portfolio review process to take school actions for school year 2018-2019.

The TZ strategy is necessary to continue our accelerated rate of progress and is already envisioned as a core component of the district strategy. The goals for the TZ is to accelerate educational opportunities for our most at-need students as quickly as possible resulting in more seats for more students in more great schools. We are expecting to engage more students toward meeting the district vision/mission. Potential new school, partnership, and programmatic school designs include:

- High rigor, high expectations college prep new schools and charter schools,
- Dual language and language immersion,
- STEM/STEAM models including a focus on computer science and programming
- Career and Technical pathways including a focus on petroleum engineering given the workforce links in region
- Expansion of dual enrollment opportunities with local higher education institutions

By launching these schools within the TZ with targeted support and flexibilities, our district will create a zone for innovation which can become the foundation of future expansion of great schools earning autonomy based on the SPF and ultimately a full system of great schools in Midland. The design for the TZ will strategically align with the top priorities for the Superintendent for Improving the Instructional Process, Central Office Redesign, and Knowing our Schools.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 165901

Amendment # (for amendments only):

**TEA Program Requirement 2:** Articulate why the LEA believes a TZ structure will be effective at transforming the campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD is pursuing a Transformation Zone strategy because we believe that in order for radical change to occur we must do things very differently than we have in the past. Although MISD has begun to show improvement in our schools, we need to expedite the speed at which this forward progress occurs for the benefit of our students, parents and community. We have been engaged in routine school improvement for over a decade. During this time we have created multiple turnaround plans, dozens of targeted improvement plans, yet academic performance has not reached the level of improvement needed to catapult the majority of our schools to the highest level of state or federal performance expectations.

To make this type of rapid improvement, we believe implementation of a TZ strategy by implementing research based models of proven success in struggling schools will create systemic positive changes in student performance. This can only be accomplished through a focused strategic planning process to ensure we are supporting our most at-need students and creating systems of support through the TZ. We are planning on supporting each campus within the TZ by systemically helping them gain earned autonomies over people, time, money and academic programs based on individual campus needs. By having an Office of Transformation solely focused on removing barriers for these targeted campuses, supporting innovative strategies within the zone and providing targeted implementation support, we will be able to empower the campus administration and teaching staff so that their focus may be concentrated on:

- Students needs
- Student learning
- Student enrichment through their interests or campus instructional focus
- Self-fulfillment of the whole child
- Parent involvement through the offering of opportunities for choice based on interests and desires of families.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 165901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Explain how the applicant educated key stakeholders about this application for a TZ grant and the TZ strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD has been working aggressively to create the conditions for success for the TZ via close engagement with its board, internal leadership, and the broader community, as part of its "Listen and Learn" strategic priority. MISD has pursued the following to engage key stakeholders on the TZ grant and TZ strategy:

- Initial discussions about TZ began with the board prior to the Partner's Meeting held on 9/28/2017. At that time multiple opportunities were presented as potential options for improving schools in the district (inclusive of the upcoming TZ grant) and presented to a wide audience inclusive of representatives from charter school organizations, talent and recruitment organizations, higher education, regional service center, local philanthropic organizations, city government, and other local, state and national entities.
- MISD hosted a series of five Listen and Learn events beginning in September 2017 to develop a shared vision of what a great school looks like and feels like in Midland as well as build internal leadership capacity on our teams to drive these efforts. Given overwhelmingly positive response, MISD will continue the Listen and Learn Tour to continue to engage the community on its transformation efforts.
- The superintendent regularly communicates to the board and his executive leadership team about transformation updates.
- Strategies around Midland on the Move are all documented on our dedicated website ([www.midlandisd.net/midlandonthemove](http://www.midlandisd.net/midlandonthemove)) in order to provide transparency to our community stakeholders on the actions we are taking toward creating more opportunities for more seats in more quality schools.
- The TZ grant has been on the agenda and discussed for multiple meetings with the Transformation Team (cross-functional committee responsible for creating the School Performance Framework and the Call for Quality Schools application/interview process).
- The November board meeting **Midland on the Move** update specifically names the TZ grant.
- District leadership has engaged with discovery meetings with campus leadership of priority campuses that could be directly impacted by this grant.
- The TZ opportunity has also been on two agendas for discussion and input for the Teaching & Learning Executive Staff.
- Two major philanthropic organizations have been vested in discussions about our transformation efforts and engaged in discussion with potential partners for this TZ grant since June 2017.
- Finally, the district has developed and continues to refine a communication and engagement strategy focused on high quality schools. The communication and engagement plan currently names themes that match the TZ work, further demonstrating the natural alignment of the TZ work within our overall ongoing efforts.

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Amendment # (for amendments only):

**TEA Program Requirement 4:** Articulate what the applicant hopes to accomplish with the TZ, including but not limited to, changes in campus level operating conditions and campus level outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD expects to realize improve student outcomes aligned with MISD's aggressive board goals for student success. The board goals are stacked PK-12 with expectations of improved student outcomes at each learning level and across student groups. These goals are aggressive and we expect TZ schools to have a higher rate of attainment and growth than those campuses not in the TZ.

For PK-2nd, the board expects literacy levels to rise to 75% proficiency level on multiple measures by the end of school year 2020. For grades 3<sup>rd</sup> – 8<sup>th</sup>, the board expects 75% of students to meet passing standard in both reading and math while the graduation rate is expected to increase to 95% for the class of 2020. The TZ schools will exceed annual growth toward these 2020 goals in comparison to the district average and non-TZ schools.

MISD expects schools in the TZ to set the standard for all district campuses toward earned autonomy and establishing innovative operational models that creatively use time, people, money and academic programs in a way that accelerates learning outcomes for our students. Due to the varied models/structures we anticipate being in the TZ, exact autonomies will be delineated upon the design structure of the varied models based on campus needs. A possible example would be charter partnerships and how the Memo of Understanding (MOU) is designed with the district in relation to prior successes evidenced at that particular charter, such as the non-exhaustive list of:

- teacher hiring
- flexibility in length of school day
- professional development
- access to facilities
- operational support
- transportation

Many innovative opportunities will exist within the TZ in relation to measurement of success. Campus success will be measured through the local School Performance Framework and the state accountability system. The local School Performance Framework goes beyond standardized assessments. In addition to quantitative measures on state assessment, learning environment metrics such as student, staff and parent voice will be critical elements in measuring success of the TZ campuses. A mix of quantitative and qualitative data will provide a rich portrait of school and student success and will be analyzed and incorporated into a continuous improvement approach in the TZ.

Another component of the board goals and AE(LOCAL) is the expectation that campuses and the district as a whole continue to grow and develop a "No Excuses" and growth mindset philosophy. We expect to be able to quantify this growth at TZ campuses through qualitative surveys. This change in mindset toward our most at-need campuses will further create foundational growth for increased student learning through changing adult and student mindsets toward self-improvement and the support of improvement in others.

Our goal is for the TZ to become the "gold" standard for the district in relation to student outcomes, parent choice, staff satisfaction and varied learning opportunities. By developing these "proof points" in the TZ, MISD will have internal models for replication readily available to improve and scale to the entire Midland public education ecosystem. The SPF in conjunction with the board goals will provide the guiding framework for improving on a regular and systematic basis.

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County-district number or vendor ID: 165901

Amendment # (for amendments only):

**TEA Program Requirement 5a:** Select up to two key zone strategies the applicant intends to prioritize and use with campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Identifying and partnering with high quality charter management organization(s) to operate one or more campuses in the zone.

☐ Identifying and matching campuses with high quality external school support or improvement organizations.

☒ Redesigning the campuses in the zone, in partnership with external organizations that specialize in school design, to provide a better set of educational options.

☐ Other locally developed and evidence-based strategies

☐ Developing a method of ensuring the highest quality teachers and leaders work in the campuses in the zone.

**TEA Program Requirement 5b:** Explain why these two specific strategies have been prioritized and what steps have been taken to implement them. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Charter school partnerships** have been prioritized in response to our board's stated expectation in their Theory of Action defined in AE(LOCAL) board policy to investigate the possibilities of in-district charters. The passage of SB 1882 has also supported an interest toward charters benefiting MISD. A shared partnership and responsibility for our community would come from such a model for the positive impact for student outcomes for the entire community. We have been engaged in conversations with potential charter partners since summer 2017 and have even taken a group of leaders to San Antonio specifically to visit 3 charter school campuses to engage in communications with staff, students and administration. Additionally the Call for Quality Schools Request for Information has provided an opportunity for charter management organizations to formally submit interest to our district for whole school models. At the Partner's Meeting in September, we specifically invited multiple charter management organizations to illustrate our vested interest in potential partnerships.

**School Redesign:** As part of its larger school and portfolio planning process, MISD has already identified school redesign as a strategy for its highest need campuses. This includes campuses in later stage IR status which requires significant changes to improve student outcomes. Efforts are ongoing with MISD senior leadership to align on a detailed work plan through May 2018. This school planning team is already convening and will launch in late November 2017 to kick off the school redesign process. Additional resources and templates, including a quality review walk through protocol, have been compiled to create a toolkit for MISD going forward to execute this process for other campuses as well.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 165901

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe the actions the applicant has already taken to build talent pipelines that will benefit campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In August 2017, the district entered into a partnership with TNTP (through support of two local philanthropic organizations) to support two low performing campuses as well as redesign our Human Resources department. At Lamar and Travis Elementaries the district has been able to participate in qualitative reviews of classroom visits and student work samples. Twelve campuses are also participating in Instructional Insight culture surveys that will be utilized for local and national comparability to drive continuous improvement toward our academic process. This evaluative insight will target campus needs at two of the four TZ campuses.

Solution Tree has been a partner in the district now for 3 years. Through this partnership we have been able to empower teachers through the collaborative model of PLC's. Additionally when campuses entered into their 1st year of PLC implementation, they received guided principal coaching from a Solution Tree specialist. Beyond year one campuses were allowed to use funds to continue this support as best fit campus needs. Schools first targeted for Solution Tree work were our lowest performing elementaries and other four junior high campuses.

This year our priority and focus campuses have had the opportunity to attend school improvement professional development sessions presented by the Institute for Public School Initiatives (IPSI). Campuses are provided the opportunity to have targeted on-site campus support based on their individual needs from IPSI. We expect the work with TNTP, IPSI and Solution Tree to create expanded opportunities at targeted campuses in the TZ. As we continue to evaluate their services, we will be seeking guidance in strengthening these opportunities.

Leadership at both teacher and campus administration level will be critical for TZ campuses to ensure success of the campuses via improved student outcomes. We expect high standards to be delineated and communicated to everyone that interviews to be a staff member of TZ campuses. The first step for TZ will be the selection of the appropriate principal to meet the design of the campus. The second step will be in supporting the principal in outlining expectations for all campus staff so that these expectations are communicated prior to interviews, emphasized during interviews and to the extent possible measured during the interview process. MISD is also considering a leadership cohort model (Midland on the Move Fellows) for high potential educators as well as a broader West Texas Talent Hub to cultivate and retain high quality educator talent, with support from potential Grow-Your-Own grants sponsored by TEA.

Another step the district has taken toward ensuring teacher and administration at TZ campuses will build capacity is through our Call for Quality Schools process. We are seeking talent pipeline partners to present a variety of options for potential partnership within the district to align with TZ leaders toward continuous improvement professionally. Final decisions toward potential talent pipeline partners will be made in early spring. Additionally, the continued work throughout the spring semester with TNTP for our Human Resources department will strengthen opportunities within the district to build even more capacity and stronger support systems for our campuses.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 165901

Amendment # (for amendments only):

**TEA Program Requirement 7:** Articulate the qualifications of staff and any contracted services or consultants, in addition to the TEA-matched Zone Design Partners, referenced in Schedule #8 – Professional and Contracted Services that will support the planning grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition to the LEA design partner that we envision will quarterback all efforts, the district has partnered with several organizations to support its transformation efforts. As part of the System of Great Schools Network, TEA has provided the district with an Executive Advisor (EA) from Kitamba, Inc. that, in partnership with MISD senior leadership, has launched **Midland on the Move** and kicked off key work streams (e.g. Listen and Learn tour, school portfolio review and planning, School Performance Framework, the Call for Quality Schools process, and school based budgeting) aligned to the four MISD strategic priorities for the 2017-2018 school year (described earlier in the application).

Although not explicitly stated as funded contracted partners through the TZ Planning Grant, the district partnerships with TNTP and Solution Tree will continue through the remainder of the 2017-2018 school year as described below:

The district is currently contracted with TNTP to evaluate and support Lamar and Travis Elementaries toward improving the Instructional Culture at both of these campuses. This work began in August 2017 and has revolved around assisting support teachers at Travis via advising a Teacher Academy in conjunction with the administrative team. Another activity has been conducting Instructional Walk-throughs at Lamar and Travis in 40 classrooms and evaluating over 180 student work samples. Another component is having teachers at 12 campuses participate in an Instructional Culture Insight survey that will provide both local and national norms for evaluation as well as the same survey being conducted in March for pre- and post-measurement analysis. TNTP is also working with our Human Resources department in a redesign effort. This work has just begun and will have two phases consisting of a diagnostic phase and a rebranding/goal-setting phase for creating targeted structures and support within the department.

The district has also contracted with Solution Tree for the past 3 years to provide targeted support to both district and campus leadership teams as well as campus instructional teams toward:

- deepening their understanding of the instructional process
- strengthening professional practice through effective, data-driven collaborative work
- development of common assessment and evaluation practices.

Additionally, principals have received valuable on-site coaching from Solution Tree experts to assist them in supporting effective teaching and learning on their campuses.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 165901

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 165901

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 165901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 165901

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 165901

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Ttruancy**

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 165901

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 165901

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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By TEA staff person:

Midland Independent School District  
615 W. Missouri Avenue  
Midland, Texas 79701



September 27, 2017

Texas Education Agency  
Division of System Support and Innovation  
1701 N. Congress Avenue  
Austin, Texas 78701

To Whom It May Concern:

In Midland, our community is known for its pioneering spirit...a wildcat mentality that continues to pave the way not only for the oil and gas sector but for local business, entrepreneurship, healthcare, finance, the arts, among so many others. We have one of the most autonomous and robust economies in the state, and it is a direct correlation to the transformative core of our people.

As superintendent of Midland ISD, we are heavily pursuing the same transformative spirit and autonomous mindset with our public education system. I can tell you that no other team or district is more prepared to do so than our incredible school board, staff, students and community.

We have been working aggressively to create "Transformation Zone" conditions that leverage new flexibilities and autonomies to ensure success via close engagement and alignment with our school board, staff and community. We refer to this process as "Midland on the Move", our transformative initiative that is radically changing the culture, perception and attitude of Midland ISD.

Through a Transformation Zone Planning Grant, we will be able to set conditions to support many of our "focus and priority" schools initially selected to be a part of the "Transformation Zone". Some key strategies we will consider for transformative change include:

- High rigor college prep campuses and charter schools
- Dual-language and language emersion campuses
- STEM/STEAM models including a focus on computer science and programming
- Career and Technical pathways including a focus on petroleum engineering
- Expansion of dual-enrollment opportunities with local higher education institutions

Below is a high-level overview of our "Transformation Zone" efforts:

- Initial discussions about "Transformation Zone" began with the school board and have included (but not limited to) an all-hands "Partner's Meeting", which was held on September 28, 2017. At that time, multiple opportunities were presented as potential options for improving schools in the district and presented to a wide audience inclusive of representatives from charter school

organizations, talent and recruitment organizations, higher education, local philanthropic organizations, education service centers, city government, and other local, state and national entities.

- Midland ISD has hosted a series of "Listen and Learn" events, which began in September 2017. Through these events, more than 400 people from our community shared what we should keep, start and stop doing as well as provided feedback on a shared vision of what a great school looks and feels like in Midland. Five events were hosted throughout the city at various locations, and additional events were hosted in partnership with Midland College and the District Education Improvement Committee. Later this week, we are hosting a special "Listen & Learn" with 75 of our very own high school students.
- Midland ISD has developed an internal Transformation Team, a cross-functional committee responsible for creating the "School Performance Framework" and the "Call for Quality Schools" process. This committee has developed and continues to refine a communication and engagement strategy focused on high quality schools. The communication and engagement plan currently names themes that are consistent with "Transformation Zone" work, further demonstrating the natural alignment of the transformation within our overall ongoing efforts.

Strategies around "Midland on the Move" are all documented on our dedicated Web site ([www.midlandisd.net/midlandonthemove](http://www.midlandisd.net/midlandonthemove)) in order to provide transparency to our community stakeholders on the actions we are taking toward creating more opportunities for more seats in more quality schools.

We fully understand the impact of empowering our people and holding them accountable. Just like the wildcatters that contribute to our unique and competitive business climate, we encourage our educational system to innovate, to create and not to just perform...but to transform the way we educate.

The Transformation Zone Planning Grant will allow Midland ISD to utilize new flexibilities and autonomies provided by alternative governance structures and implement meaningful intercessions to create a high-achieving, performance-based culture that gets results for students who need it most...our future wildcatters.

Sincerely,

A handwritten signature in dark ink, appearing to read "Orlando Riddick". The signature is fluid and cursive, with the first name "Orlando" written in a larger, more prominent script than the last name "Riddick".

Superintendent Orlando Riddick





Midland Independent School District

615 West Missouri  
Midland, Texas 79701-5092  
432.689.1000  
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rickdavis@midlandisd.net

Rick Davis

*President, Board of Trustees*

Texas Education Agency  
Austin, Texas 78701

November 27, 2017

RE: Transformation Zone Planning Grant

I am writing in support of Midland Independent School District's application for a Transformation Zone Planning Grant. Exciting things are happening at MISD to transform our District and we believe that receiving this grant would significantly enhance our "Midland on the Move" efforts!

From the Board's perspective, our quest to truly transform this District began on September 15, 2016, when some of us met with Deputy Commissioner A.J. Crabill (AJ) during a TEA visit to one of our Improvement Required elementary campuses. During that visit, we had a very candid conversation with A.J. about how a school board could be effective, in its governing role, in helping lead a district to significantly improving student outcomes, particularly at low-performing campuses. He shared a bit about his success as a school board member in transforming a large urban school district and offered that if we wrote and invited him to come to Midland to train our School Board on effective school board governance, he would come and do just that.

We promptly took AJ up on his offer and invited him to come, preferably after our school board elections in early November when we would have at least three new board members elected to our seven-member board. He did so and we completed what we came to learn as "Lone Star Governance" training on November 28<sup>th</sup> and 29<sup>th</sup>.

Following the completion of that training, we asked if AJ would be willing to serve as the facilitator of a special weekend workshop in January 2017 to implement the training we had received and he kindly agreed to do so. At that workshop, the Board worked collaboratively with our Teaching and Learning staff and other District staff members in developing student outcome goals, accompanying goal progress measures, and constraints.

At this workshop, we also took a hard look at the theory of action we had been employing in the District and, more importantly, the theories of action we wanted to employ

*Educating the Future!*

going forward. In so doing, we recognized we had been employing a Managed Instruction theory of action that for a variety of reasons may have been justified in the past, but needed to change moving forward if we wanted to transform this District.

We accordingly unanimously agreed on the following plan of action: "Midland ISD will begin to transition from a Managed Instruction theory of action to an Earned Autonomy theory of action with the goal of having implemented a System of Great Schools theory of action by 2027." See *MISD AE(LOCAL) Policy*. We, again with the support of our District's staff, incorporated the changes that would need to occur within central administration for these objectives to be achieved. *Id.* We further agreed that we wanted to begin the transition from Earned Autonomy to a System of Great Schools within the next five years. *Id.*

And, we made clear that time was of the essence: "To begin this transition, the District will immediately explore in-district charter opportunities. Campus performance contracts will require the campus to accomplish the Board's student outcome goals while operating within the Board's other constraints." *Id.*

We then promptly conducted a series of public meetings seeking input from the community on all that we were proposing. The response was overwhelmingly positive and affirming. We accordingly adopted our goals, goal progress measures, constraints, and theories of action as our AE(LOCAL) Policy on March 20<sup>th</sup> and we have all been pursuing implementation of that Policy ever since.

Those efforts included conducting a permanent superintendent search in which we made clear that any candidate not on board with what we were seeking to achieve and how we wanted to achieve it, need not apply. We were pleased with the number and quality of the applicants we received, their interest in helping implement our theories of action, and we were especially excited to be able to hire Orlando Riddick.

Orlando and his team have been working hard and with great enthusiasm and dedication to fully implement all that we are committed to do in order to become the District we seek to be. While that work, which we now summarily refer to as our "Midland on the Move" initiative is more specifically described in our Application for this grant, I can tell you that the Board is particularly excited about the meetings the Board and District staff have had with private, open enrollment, charter operators with a proven track record of success about our desire to partner with them to create in-district charter campuses to serve students on our low-performing campuses. I can also confirm that we are excited that those preliminary conversations and other efforts ultimately led to a "Partners Meeting" on September 28<sup>th</sup>, in which such operators and other third-parties with various areas of school expertise, along with local civic, community, and non-profit leaders learned more about our "Midland on the Move" including the opportunities for in-district charter schools. An application, review, and follow-up process has been established in an earnest effort to make our stated goals in this regard a reality.

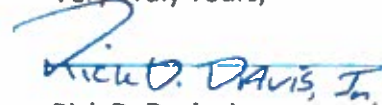
The Board is also excited about the opportunity to work with external organizations that specialize in school design to help us, initially, to focus on the five campuses that we have identified to be included in our proposed Transformation Zone.

Being awarded a Transformation Zone grant would help us achieve all of these objectives and more. We are grateful for your consideration of our application and making these grant monies available.

We also recognize and are grateful that this grant is yet another example of the TEA's collaborative and resource-providing approach to working with and helping public schools to help themselves while still fulfilling its regulatory role. Thank you.

If you have any questions or I can provide you any additional information, please do not hesitate to contact me.

Very Truly Yours,

A handwritten signature in blue ink that reads "Rick D. Davis, Jr." with a stylized flourish at the end.

Rick D. Davis, Jr.,  
MISD Board President

# SCHARBAUER FOUNDATION

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November 27, 2017

Ms. Elise Kail  
Executive Director of Accountability & Data Systems  
Midland Independent School District  
615 W. Missouri Ave.  
Midland, TX 79701

Dear Elise;

Scharbauer Foundation, Inc. is pleased to endorse the application of Midland Independent School District (MISD) as it seeks to receive a 2018-2019 Transformation Zone Planning Grant from the Texas Education Agency (TEA). Since 2013, Scharbauer Foundation has been actively involved in promoting an increased focus by MISD on improving the academic performance of and overall educational outcomes for all students in the district. Over the same period, Scharbauer Foundation has donated nearly \$15 million to support MISD teachers and principals, the general district budget, and most recently, the engagement of TNTP to help MISD understand and improve the instructional culture of the district, to strengthen the talent pipeline serving the district, and to improve recruitment, training and retention.

Since the start of 2017, MISD has worked aggressively in the community and beyond to increase communication, expand community involvement, and make clear its chosen path toward greatly improved student performance and outcomes. As a concerned community member, I personally attended a weekend-long training for MISD Trustees and staff regarding the Lone Star Governance Program. I attended multiple meetings with executive search professionals as they confirmed community goals and expectations as part of the process of recruiting our new Superintendent Orlando Riddick. I have had numerous meetings in 2017 with Superintendent Riddick and his executive staff, with MISD Trustees collectively and individually, and I have talked with many non-central office MISD staff through the community's public education collective impact initiative, Educate Midland.

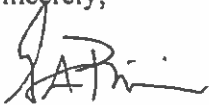
I commend the MISD Board, Superintendent Riddick, and the MISD staff, on setting a bold course with an aggressive timeline and clear, concrete measures for regularly assessing progress toward goals. I further commend MISD leadership on becoming part of the TEA program "*System of Great Schools*" and I am impressed by their work in promoting community awareness through "Midland on the Move" and the many public "Listen & Learn" sessions.

MISD staff is working hard to earn and keep public trust through their focus on improving student outcomes, and because of their efforts and intensity I hope you will award them one of the initial Transformation Zone (TZ) Planning Grants. I thank TEA for recognizing the challenges in "turning around" low-performing campuses and creating this incentive for district innovation and intervention in pursuit of transforming these campuses.

I am pleased and impressed with the active engagement by MISD leadership with high performing charter operators (CMOs). On two occasions, Scharbauer Foundation has hosted high performing CMOs in Midland and each time MISD Trustees and staff have taken considerable time to explore opportunities for collaborative and mutually beneficial relationships. I am hopeful that meetings like these, and a TZ Planning Grant, can lead very soon to even more effective solutions and more choices for MISD students and parents.

Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'G. A. Billingsley', with a stylized flourish at the end.

Grant A. Billingsley  
Executive Director